All Children Reading:
A Grand Challenge for Development

Quarterly Report: Round 2 Fund Management

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Executive Summary

The final quarter of FY16 reflected investment in Tracking and Tracing Books alpha field test; EVOKE Literacy's story, missions and activities draft; the evaluation and announcement of EduApp4Syria finalist; and significant effort toward the development of a robust grantee end-of-project evaluation framework. Our partnership with IDRC led to identifying a research partner for Total Reading Approach for Children plus (TRAC+), the lead consultant on the digital gaming guidebook, and the development of a solid research framework for furthering our disability prize design research in the Philippines. In regards to partnership, ACR GCD furthered its collaboration with Pearson around two core activities – the roll-out of EVOKE Literacy and themed calls for book content.

To support the visioning process for the next phase of ACR GCD, WV created a strategic framework which includes activities to be led by each of the founding partners. WV also established an internal advisory committee to help further the integration of ACR GCD within its marketing and field level business operations to leverage greater field engagement.

To complement our external outreach, our communication achievements include production of a Round 1 summative report, nearly tripling the size of our listserv from just over 1,000 when we began Round 2 to over 2,900 and reaching a Twitter following of 1,754.

Activity Progress Update

As Fund Manager, World Vision (WV) is responsible for the coordination, support, and management of Round 2 funding. Please find below a progress update for each project activity.

OBJECTIVE 1 - *COORDINATION OF ACR GCD ROUND TWO FUND MANAGEMENT*: SECOND ROUND OF THE ACR GCD GRANTS AND PRIZES ARE CARRIED OUT AND MANAGED EFFECTIVELY

In consultation with the ACR GCD, WV is expected to carry out the following activities as Fund Manager, based on decisions by the ACR GCD Steering Committee (ACR SC) and as feasible within funding constraints:

Activity 1.1 Prize Implementation and Hosting: This quarter we defined the requirements of the Tracking and Tracing Books field test to take place in Malawi in Q4; a final draft narrative and skills matrix for EVOKE (a youth social innovator digital game on literacy); and country-specific research for a disability prize. In addition, the three EduApp4Syria prize competition finalists were announced.

Prize #1: Enabling Writers – At the International Literacy Day Forum on Sept 9, hosted by the Global Reading Network, ACR GCD announced winners of the Enabling Writers Implementation request for proposals. Winning organizations will use the Bloom software to create a minimum of 200 decodable and levelled books for use in early primary reading instruction. They include:
- **Bangladesh**: Dhaka Asania Mission
- **Haiti**: Library for All
- **Indonesia**: Yayasan Sulinama

- **Nepal**: World Education, Inc.
- **Nigeria**: American University of Nigeria
- **Philippines**: University of San Jose – Ricoletos

In addition, IREX took leadership in rolling out Bloom through its community libraries network in the Philippines, creating over 270 books. To complement these efforts, IREX made an excellent handout, <u>Local Stories Fast: 10 Steps to Helping Communities Create Early Reading Materials with Bloom</u>, that outlined the ten key steps to hosting a Bloom workshop.

Prize #2: Global Reading Materials Repository – The Natoma Group's finalized report circulated among the Global Book Alliance Steering Committee members in September 2016. Next steps are being led by USAID.

Prize #3: Big Ideas@Berkeley/Mobiles for Reading (2014-15) – *No further updates are anticipated as this prize has closed.* Winner profiles can be found <u>here</u>.

Prize #4: Tracking and Tracing Books – Due to limited engagement by several partners in country and a delay in the book procurement process, WV invested significant time into the planning of the alpha field testing process. WV Malawi played a critical role both in terms of leading the community engagement piece which included conducting pre- and post- field testing focus group discussions as well supporting the logistics of the field test. The training on Community Systems Foundation's and John Snow Inc.'s software systems occurred the last week of September with the official field to take place in October.

DFAT continues to articulate interest in beta field test in Asia, though timing and a country is undetermined. The Kenya and Zambia USAID Missions have also expressed interest which will be pursued by ACR GCD in FY17 Q1.

Prize #5: Digital Literacy to Strengthen Community Literacy Efforts – *No updates.*

Prize #6: Technology to Support Basic Education in Crisis and Conflict Setting – *This prize is closed. Please reference updates on crisis and conflict setting grantees under Activity 1.3.*

Prize #7: Big Ideas/Mobiles for Reading (2015-16) – *No further updates are anticipated as this prize has closed.* The winner's profile can be found <u>here</u>.

Prize #8: Children with Disabilities – ACR GCD developed and is implementing a research framework to assist in articulating the prize problem statement. In addition, ACR GCD and UNICEF continued collaboration discussions related to the Universal Textbook Initiative (UTI). Research findings will be made available to the partners in Q1 FY17. ACR GCD remains hopeful of identifying a plan of action with UNICEF's UTI.

Prize #9: EVOKE Literacy – WV accelerated the pace of EVOKE Literacy development in Q4. This resulted in a near final version of the story, a skills matrix incorporating 48 literacy-focused activities; identification of a graphic artist and proposed image style; and a review of the platform. In addition, outreach to various country office staff lead to all partners' agreement on

South Africa for the user field test and first roll-out. Shelly Malecki will be meeting with The World Bank, Pearson and WV South Africa staff in Q1 to further in-country support for testing and roll-out.

Prize #10: EduApp4Syria – Norad, ACR GCD and its partners <u>announced three finalists</u> on September 7, 2016. These finalists were invited to Phase 2 of the competition, the development of a beta version of the app. They also released a promotional video in <u>English</u> and <u>Arabic</u>. ACR GCD has provided literacy and an Arabic linguist technical expertise and communication support for the competition. ACR GCD also committed to supporting the beta testing in Amman, Jordan in December 2016 as well as a robust evaluation of the winning game(s) during roll-out in 2017.

Activity 1.2 Grant Competition: No new grant competition activities were conducted this quarter. Many of the school based projects were on summer holidays this past quarter and thus implementation activities were quieter than usual. Ongoing grant program management and capacity building activities are detailed in the following sections.

Activity 1.3 Management of innovation and scale-up funding windows: In its first year of implementation, the Little Thinking Minds levelled digital library proved to be a promising innovation for scale. However, as with many pilot projects, there were a number of start-up delays that impacted students' usage hours with the platform. As a result, the ACR GCD partners have agreed to extend the timeline and budget of the project to an additional school year. The project will continue next quarter in the same schools with a new group of second grade students.

Ideation prize implementation continues in Kenya (Xavier Project/Eneza Education), and Sierra Leone (VOTO/Mobile Ticha). The **Xavier Project** continues to be affected by the government's announcement in May that Dadaab will be closed and refugees will be repatriated by November 2016. However, this deadline was postponed in August and the government will now adopt the voluntary repatriation plan based on the tri-patriate agreement with UNHCR and the government of Somalia. Voluntary repatriation is continuing, which somewhat affects the project's attrition rates, however, students continue to actively participate in anticipation of sitting for Kenya's Certificate of Primary Education (KCPE) national exams. The project will still award the 20 best students with scholarship, as planned, and is continuing to develop their work plans to expand the project in 2017. The Xavier Project is filming a documentary video on the Dadaab ENEZA project which will be available in the coming months along with the final report.

Voto/Mobile Ticha has launched their six-week series of 12-minute science-focused content and has distributed the first three lessons. The project is expected to close in mid to late November. The project team has been incorporating learnings into the lesson distribution methods and have made changes to the timing and quality of the voiceovers, following focus group feedback. Early findings indicate that Interactive Voice Response (IVR), rather than Bluetooth, is a more effective method of distribution and creates more flexibility in allowing students to call back during a convenient time, leading to higher completion rates. The final report with comprehensive data analysis will be available in February 2017.

Outernet The availability of Internet service, communication challenges, and the overall reduction in hostilities have led to uncertain levels of usage of the Outernet technology. Discussions are

continuing with the Outernet project team and World Vision regional staff to identify opportunities to repurpose or redirect the technology to alternate locations and more adequately meet the need of refugees.

Activity 1.4 Technical support and capacity development: Technical support this quarter continued to include regular discussions with grantees on issues including fidelity of implementation (FOI), monitoring and evaluation, grant agreement adherence, budgeting, and end-of -project planning.

Kampuchean Action for Primary Education used this past quarter to field test the mobile application, after app development challenges delayed implementation last school year. They conducted a second baseline and will begin implementation next quarter. Sesame Workshop also experienced project design challenges as a result of over estimating the number of smartphone users in their region of implementation. As a result, they revised the project design, conducted a second baseline in new districts, and will launch implementation next quarter. For others, this quarter represented the final months of implementation. Catholic Relief Services in Lesotho finalized their project last quarter and Agora Center in Zambia will finish next quarter.

Activity 1.5 Learning Agenda/Activity 1.6 Monitoring and Evaluation: School-to-School International (STS) continues to provide strong M&E technical support to grantees. This quarter focused primarily on FoI capacity building and designing the end-of-project report. STS and Michelle Malecki conducted the end-of-project visit to Catholic Relief Services in Lesotho and the first ACR GCD Round 2 end-of-project report is being drafted. The format for this report, reviewed by all ACR GCD partners, will provide a framework for all subsequent end-of-project reports. Significant collaboration on the development of an approach to measure literacy amongst deaf and hard of hearing children in Morocco continues and the adaptation workshop and baseline will be conducted next quarter.

ACR GCD partnered with International Development Research Center (IDRC) and Fit-Ed on their Call for Proposal for research on Digital Learning for Development in Asia. Two of the three agree-upon activities have begun: University of Western Australia will guide the research on TRAC+ and Kenneth Lim will lead the development of a digital gaming for literacy guidebook. In addition, Fit-Ed is supporting ACR GCD's disability research and other research elements are in discussion.

Activity 1.7 Communications: The following communication activities were achieved:

Marketing & Communication Collateral
- Round 1 Summative Report
- July eNewsletter – Call for proposals, using radio & phones for literacy & invitation to join innovator exchange
- August eNewsletter – Innovations Changing Global Ed, Int'l Literacy Day, and Nominations Open
- September eNewsletter – EduApp4Syria Finalists Advance & New Funding Opportunities

Media Placements/Mentions
- July 28, 2016 - 11 Tech Innovations Changing Global Education – *Global Citizen*

Importantly, we were notified at the end of May that the support ACR GCD has received from the Global Development Lab (via DAI) for PR support from Melwood Global would be discontinued, effective immediately, due to the Lab's intent to use this contract to focus on their own projects. As such, ACR GCD was without media relations support for five months. A new media relations firm, Wilks Communication Group, was selected in October of Q4.

Announcement Placements
This quarter, we predominantly promoted the Digital Guidebook Call. Announcement for this call was pitched to and picked up by the following:
- Basic Education Coalition newsletter
- US Global Development Lab – *Lab Insider Digest*

Blog Posts on ACR GCD website
- **July 11, 2016:** Technology Strengthens Education to Refugee Children

Twitter
Established in February 2014, @ReadingGCD has attracted more than 1,700 followers. WV also continues to create twitter content for usage by the Partners. We appreciate the creation of original social media content and retweeting conducted by our Partners. Social media campaigns were also conducted to highlight the following events:
- International Literacy Day
- International Week of the Deaf

WV Internal Promotion
- WVUS Resource Development Management Department - All Staff Meeting: DC – July 21, 2016: This meeting was focused on the agency's technical branding. All Children Reading presented on the communication and event activities and how ACR activities can be used cross-sector within WVUS.
- WVUS Internal ACR GCD Advisory Committee – WV's ACR GCD team established a senior leadership advisory to foster ways for greater integration and profile within WV's internal and external sphere of influence.

Activity 1.8 Events: All Children Reading hosted and/or attended the following events to showcase our activities and engage potential solvers and partners.

International Literacy Day Celebration – September 8-9, 2016

On September 8, USAID and the Library of Congress co-hosted a commemorative event in Washington, D.C. marking the 50th anniversary of International Literacy Day. At the event, Evelyn Rodriquez-Perez (Director, USAID Office of Education) and Rebecca Leege talked on the importance of partnerships in a reflective panel titled "Where We Have Been and Where We Should Go in literacy.

Activity 1.10 Website Management: The following updates/additions were made to the website:

- Redesigned <u>resource</u> page
- Added grantee baseline report (as available)

Activity 1.11 Catalyzing Global Action in support of solving the ACR GCD problem: The WV ACR GCD team developed a strategic framework document and plans to help foster the visioning process of the next phase of ACR GCD. This framework was reviewed by all partners, with agreement for DFAT to lead on the preliminary deliverables. In addition, all partners anticipate meeting in mid to late January 2017 to articulate a new vision.

OBJECTIVE 2 - *ACR GCD PARTNER ENGAGEMENT***: ACR GCD FOUNDING PARTNERS ARE FULLY INFORMED, CONTRIBUTING TO, AND PARTICIPATING IN DECISIONS AND VARIOUS ACTIVITIES OF ROUND 2.**

WV continues to welcome and appreciate the in-kind and direct support offered by USAID (including the Global Development Lab), World Vision Australia, the Australian Government and contractors DAI and STS.

Activity 2.1 ACR GCD Founding Partners coordination and consultations meetings: Partner meetings are coordinated monthly by WV, with participation from USAID, the Australian Government and WVAus. WV also coordinates bi-weekly teleconferences with communication colleagues at USAID E3 and the Global Development Lab, regarding events and communication activities. Additionally, communication colleagues from USAID and World Vision participated in the review panel as part of the RFP process for securing a new media relations firm for ACR GCD.

Activity 2.2 Facilitate decision-making throughout award process: As has been the practice from the onset of Round 2, ACR GCD Partners are involved in key decisions including the strategic framework document, EduApp4Syria finalists, disability prize research, other design planning, events, and strategic planning on new activities.

Activity 2.3 WV will request and coordinate efforts to be conducted by the Founding Partners in support of Round 2: As mentioned above, WV is most appreciative of the support provided by the Partners, notably support in strategic planning, grantee monitoring, prize design, event planning and communications.

Activity 2.4 Coordinate with USAID to support and integrate activities with USAID's other contractual mechanisms: As the Fund Manager for Round 2 and as a Cornerstone Partner, WV has strategically engaged with the Global Development Lab. WV also works with USAID contractor, URC, on the Enabling Writers roll-out. WV also continues to proactively engage with NORC, where appropriate, in their support to Creative Associate's project in Zambia. In addition, WV intends to work more closely with the Global Book Alliance as ACR GCD activities remain foundational within its vision.

WV convenes bi-weekly teleconferences with the communication colleagues at USAID E3 and the Global Development Lab to coordinate and strategize events and communication activities and explore areas of collaboration with other E3 and Lab activities.

WV appreciates the efforts of the partner agencies in promoting ACR GCD activities through their communication channels. This quarter ACR GCD activities were known to have been promoted within the following partner mediums:

- **USAID** –*Lab Insider Digest* as well as on twitter via @USAID, @USAIDEducation and @GlobalDevLab.
- **World Vision US** – @WorldVisionUSA
- **World Vision Australia** - @WorldVisionAus

ACR GCD has promoted USAID (including Global Reading Network and URC) events, CoP initiatives, and reports via social media, our website, and eNewsletters.

OBJECTIVE 3 - *PRIVATE SECTOR ENGAGEMENT*: INCREASE PRIVATE SECTOR ENGAGEMENT IN ACR GCD THROUGH FINANCIAL AND TECHNICAL CONTRIBUTIONS IN ORDER TO FOSTER INVESTMENT IN THE SCALING OF INNOVATIONS.

Progress has been made in attracting new partners to ACR GCD activities. Building off last quarter's extensive outreach to the private sector, ACR GCD and Pearson have continued a partnership conversation leading to an articulation of potentially co-designed/sponsored activities.

Activity 3.1: Conduct outreach to private partners: Discussions continued with Pearson, UNICEF, the World Bank and ASU. As noted above, ACR GCD continued discussions with Pearson related to themed calls for book content and engagement in EVOKE Literacy. A formal agreement and MOU with Pearson will be finalized in Q1 FY17.

Activity 3.2: Increase private sector contributions: None applicable in Q4.

Activity 3.3: Link grantees with promising innovations to potential donors/stakeholders for scale up: Linkages between grantees this quarter has demonstrated the potential for partnership within ACR GCD. Benetech has been working with Sesame Workshop India to convert their books into formats for inclusion on the Bookshare platform. Benetech has also reached out to Resources for the Blind in the Philippines and is supporting the registration of their students on Bookshare so they have access to the online library.

Personnel

None applicable in Q4.

Budget

An SF 425 accompanies this report.

A budget revision will be completed in Q1 FY17 noting the proposed plan of action for the final year of Round 2.

Next Quarter Plans

Please find below highlights of key activities that will occur in Q1 2017:

- Develop disability prize problem statement with supportive research.
- Identify prize firm to run the disability prize through an RFP process.
- Completion of the first EGRA adaptation for deaf and hard of hearing students in Moroccan Standard Arabic and Moroccan Sign Language.
- Full completion of all grant project baseline reports.
- Signed partnership agreement with Pearson and formalized work plan.
- Completion of the first three ACR GCD Strategic Framework deliverables
- Completion of the first ACR GCD Round 2 end-of-project report (CRS).
- Conduct Tracking and Tracing Books alpha field testing in Malawi
- Award TRAC+ and Digital Gaming for Literacy guidebook research awards
- Sponsor and coordinate multiple presentations at mEducation Alliance Symposium
- Secure contract for new firm to support ACR GCD's media relations activities

Conclusion

As reflected throughout the report, a significant investment of time was placed on further partnerships, prize designs, and associated research, as well as preparing for the first end-of-project evaluation. In addition, WV created a strategic framework document for the visioning process for the next phase of ACR GCD that has been adopted by the partners. Q1 FY17 will include further engagement in EduApp4Syria beta field testing, identification of Tracking and Tracing Books beta location, plan of action related to ACR GCD's collaboration with Pearson, and the beginning of several months of grantee end-of-project evaluations.

WV is appreciative of the ACR GCD partners' past engagement and appeals for a high level of engagement from all partners in the next quarter to solidify a compelling vision and robust strategic plan for the next phase of ACR GCD.